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AN OCCUPATIONAL SURVEY OF GREENVILLE, NORTH CAROLINA
AND A FOLLOW-UP SURVEY OF THE GRADUATES OF
GREENVILLE HIGH SCHOOL FOR THE YEARS 1934-
1938 INCLUSIVE

by

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A thesis submitted to the Faculty of the
Woman's College of the University of North
Carolina in partial fulfillment of the
requirements for the degree of Master of
Science in the Department of Secretarial
Science

Greensboro

1939

Approved by:

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CHAPTER I

THE PROBLEM

1. INTRODUCTION

In an attempt to determine wherein the present commercial curriculum of the Greenville, North Carolina, High School might more adequately prepare the student to secure an acceptable position, make good, and eventually take his place in the business life of the community, this study has been made. The courses offered in the present curriculum have been the result of tradition to a great extent. Very little if any research has been made as to the needs or employment possibilities of the community of Greenville, North Carolina. Research is being conducted in practically every field and there is no manifest reason for allowing a high school business course to remain invariable. Since it is generally conceded that there is a vocational element in the objectives of business education, it follows that some students are being educated for business positions and occupations.

The Federal Board of Vocational Education states, "Only effectively organized and conducted research can

reveal the information needed to reorganize most of our existing commercial courses on an effective vocational basis, and to develop the new course required by changes in our business practice."¹ The Office of Education claims also that a job survey is the essential first step. A survey is an investigation of all parts or particulars to determine its conditions. According to Dr. A. A. Douglass, "In the typical survey such sources as census statistics and descriptive literature of all sorts are used, but a first hand study of actual conditions usually follows."² Therefore, the first step in planning a commercial curriculum with the vocational objective in mind is to find out what the dominant vocational needs of the community are; the next step is to include in the courses of study those activities which will meet at least part of these needs and prepare the students adequately for life and the business of the community.

To those who aided in supplying data for the surveys, sincere thanks are extended. Especial gratitude is due

¹ The Federal Board of Vocational Education, Bulletin Number 138, Commercial Series Number 8.

² Douglass, A. A., Modern Secondary Education Principles and Practices (Houghton Mifflin Company, 1938), p. 315.

Mr. J. H. Rose, Superintendent of Schools, Greenville,
North Carolina, for his friendly and cooperative attitude
towards these surveys.

2. PURPOSE

From general observation it seems that several important problems face the commercial department of Greenville High School. There has been in the last two years an increase in the enrollment in the commercial department in the high school. The department has grown from a one-teacher to a two-teacher department as a result of the increased demand for the commercial courses. The commercial courses have been limited to the traditional subjects of shorthand, typewriting, and bookkeeping, which offering is not in line with modern trends of business education.

Since it is generally recognized that vocational business education has a definite place in the high school curriculum and since the purpose of vocational business education is to prepare young people for jobs, the kind of vocational business education should be determined by the kinds of jobs available in their community.

The problem is one of reorganization of the curriculum in order to accomplish this vocational objective. An attempt to solve this problem was made by two means; an occupational survey and a follow-up study of former

graduates. It is, therefore, the purpose of this study to determine:

1. The strength and weakness of the present commercial curriculum in Greenville High School.
2. The number and kinds of office and store positions for which there is the greatest demand in the business community, and the skills and qualities desired to meet those demands.
3. The minimum amount of education required of employees by Greenville employers.
4. The number and kinds of office and store machines used.
5. The principal causes of failures of employees.
6. The needs for improving the preparation given in Greenville High School as suggested by employers and employees.
7. Adjustments and reorganization of the present curriculum to better meet the needs of students in relation to the community.

3. DELIMITATION OF THE PROBLEM

This study has been limited to the situation in the city of Greenville, North Carolina, and all the data has been obtained within the city.

This study is limited to the vocational phase of business education.

The amount of money available for equipment, the number of commercial teachers, and amount of class room space available for use limit the complete solution of the problem.

Because the study cannot include all knowledges, skills, and powers learned or developed in the school, the problem is further limited to those skills and knowledges which are measureable objectively and certain traits or personal qualities which cannot be measured objectively. Therefore, as a basis for the follow-up study only three subjects--shorthand, typewriting, and bookkeeping--were selected and replies were sought only from those graduates who had studied all of the three subjects.

CHAPTER II

THE COMMUNITY

Since Greenville is the city in which the high school graduates find employment and is the background for this study, a brief description of the city and business life of Greenville is included.

Greenville, the county seat of Pitt County, is located in the eastern part of North Carolina, eighty-four miles east of Raleigh, one hundred thirty-seven miles south of Norfolk, and two hundred sixty-seven miles south of Washington, D. C. It is located on the southern bank of the Tar River and in the coastal plain of North Carolina which is relatively level. The soil is especially adapted to the raising of tobacco.

Greenville, the largest city in the county, has grown rapidly in the past fifty years. In 1890 Greenville had a population of 1,937. The Bureau of Census gives the population in 1900 at 2,565, an increase of about 34.4 % in ten years; 1910 a population of 4,101, an increase of 59.5%; 1920 a population 5,772, an increase of 40.7%; 1930 a population of 9,194, an increase of 59.3%. The present local estimate given by the Chamber of Commerce is 15,000, an increase of about

674.08 per cent since 1850. The inhabitants are mainly of English descent, though a few are Scotch.

Greenville is from sixty-four to seventy-five feet above sea level. The climate is mild and equable and free from severe storms. The average annual temperature is seventy-two degrees and the annual rainfall is forty-five inches.

Greenville is the home of East Carolina Teachers' College, an accredited State Institution, for men and women, with varied courses leading to Bachelor and Masters Degrees. The City School System has a nine months term and twelve grades. The high school has an average enrollment of 670 students with courses offered in college preparation, sciences, manual training, home economics, and commerce. Because the college is located in Greenville, and is therefore convenient and inexpensive, a large percentage of each graduating class attends college.

The government of the city is vested in a mayor and eight aldermen. More than \$685,000.00 is now being expended in keeping with the rapid growth of the city including a new City Hall, Fire Station, Fire Alarm System, and Street Department Facilities. The electric power, water supply, and gas plants are owned by the city and serve the city and surrounding territory.

The city is in the heart of the flue-cured tobacco section. Located as it is, Greenville is in the spot light as a marketing center. The local tobacco market is the second largest Bright Leaf Market in the United States, with ten warehouses and five sets of buyers. All major companies buy on the Greenville Market. While tobacco comprises the main market, Greenville also has many other markets, particularly in farm products, poultry, cotton, cattle, and hogs.

The eight tobacco processing plants and one tobacco by-products plant employ several hundred workers. There are numerous small plants including a cotton yarn mill, a full fashion hosiery mill, three fertilizer plants, four soft drink plants, three lumber plants, a creamery, milk pasteurizing, and ice cream plant, and three commercial printing plants.

Banking facilities include two strong commercial banks, one operating branches in Greenville and other cities; and a Federal Saving and Loan Association and a state chartered Building and Loan Association.

Two railroads, the Atlantic Coast Line and Norfolk-Southern, motor freight lines, and two passenger bus lines furnish transportation. Water transportation to Washington, North Carolina, and to the Pamlico Sound

and thence to the Atlantic Ocean on the Tar River will be available within the next few months upon completion of a \$328,000.00 dredging project.

Among the active organizations in Greenville are Kiwanis Club, Lions Club, Rotary Club, Women's Clubs, Business and Professional Women's Club, Community Chest, American Legion Post, active Retail Merchants Association operating a Credit Bureau, and a strong Chamber of Commerce with a full time personnel rendering services comparable to those available in larger cities.

CHAPTER III

THE PROCEDURE

In attacking this problem the preliminary step of the writer was to present the plan of the occupational and follow-up surveys to Mr. J. H. Rose, Superintendent of Schools, who gave his whole-hearted approval and cooperation. When this was done, several other surveys were studied after which questionnaires were formulated to be submitted to the business employers of the city and to the graduates of the commercial department of the Greenville High School.

There is no published list of business houses in Greenville which employ commercial help. In selecting the firms to which the questionnaires were to be sent, the telephone directory, city directory, and a survey obtained by several business men in connection with an application for a charter for a Federal Savings and Loan Association were used. The telephone directory was used as a basis for the list. The city directory list and the list included in the Federal Savings and Loan Association survey were checked with the one compiled from the telephone directory and new names were added to the original list.

To each of these firms questionnaire number one was sent requesting the number and kinds of workers employed, experience and education required, number and kinds of machines used, and suggestions for improving the high school curriculum. (See page 74).

For the follow-up study the files of permanent records of the high school were used. Graduates who had completed not less than one year of shorthand, typewriting, and bookkeeping during the years of 1934, 1935, 1936, 1937, and 1938 were selected.

Every possible effort was made to locate each graduate. In addition to the permanent records of the high school, the telephone directory was used; telephone calls were made; friends and neighbors were interviewed; present students were actively co-operative. The old address found in the files was finally used in many cases. In spite of these efforts, some names on the list could not be traced. There were ninety to whom questionnaire number two was sent and from whom replies might be expected.

To each of the students who could be located was sent questionnaire number two asking for his occupational history including subjects taken and used, placement, positions held; also for some general data including

supplementary education after leaving high school and a request for suggestions which would be of commercial advantage to our present students. (See page 78).

Upon completion of the questionnaires and lists of employers and graduates, the questionnaires and letters were mailed. Two days were then spent following up some of the questionnaires which were not returned.

The next step was the tabulation of the data that had been gathered. After these facts had been properly compiled, they were arranged in tables in order to present the data in a comprehensible and condensed form. The last step was the interpretation of the data obtained, followed by the formulation of a recommended commercial curriculum based upon the existing needs of the community served by the Greenville, North Carolina, schools.

CHAPTER IV

RESULTS OF THE OCCUPATIONAL SURVEY

QUESTIONNAIRE NUMBER ONE

One hundred twenty-seven copies of questionnaire number one were mailed to business firms and ninety-eight were returned. The fact that nearly all of the important business firms in the community are represented in the replies seems to attest to the effectiveness of the method used in making this survey.

The first two questions of questionnaire number one dealt with the name of the firm and the kind of business.

Question three asked for the number of men and women employed at present. The returns showed the following data:

Men employed	322
Women employed	<u>280</u>
Total number employed	602

The business men reported, in answer to question four, that 317 extra persons are employed during special seasons.

Preferences of business men for employees as shown by question five were as follows:

Greenville High School graduates	48
No preference	32
Did not prefer Greenville High School graduates	<u>18</u>
Total	98

From the facts obtained from question six, it will be seen that experience to some degree is considered an asset, if not a requirement, by the majority of employers. The facts are as follows:

Experience required	30
Experience beneficial	54
Experience unnecessary	<u>14</u>
Total	98

The minimum amount of education required of employees reported in answer to question seven of questionnaire one was as follows:

Elementary School	6
High School	65
Business College	27
College or University	10
No specific requirements	<u>20</u>
Total	128

It will be noticed that this total included thirty more than the total number of questionnaires returned. This difference is caused by different kinds of employment in one firm necessitating different educational requirements. A retail store, for example, may require a high school education of all sales people and a business college education of office employees.

Because of the large percentage (50.8%) of employers who require only a high school education of their employees, a safe conclusion to draw is that the business world is still one of the best fields in which to secure immediate positions upon graduation from high school.

Question eight of questionnaire number one requested the number of workers employed in the twenty classes which were listed. These workers may fall into seven general classes: selling, bookkeeping or accounting, machine operators, secretarial, general clerical, financial, transportation and storing. The distribution of the employees of ninety-eight business concerns in Greenville is shown in Table I, page eighteen. The retail selling field has the largest number of employees. Since the business offices in Greenville employ only a small number, the activities performed by many employees is not limited to one type of work such as secretarial or accounting.

The time of the employee in many cases is divided among stenographic, clerical, and bookkeeping duties. Because of this, bookkeepers are sometimes cashiers or salesmen, stenographers are machine operators.

DISTRIBUTION OF COMMERCIAL EMPLOYEES

Occupations	Frequency
Selling	222
General Clerical	87
Accounting	93
Secretarial	71
Transportation and Storage	33
Machine Operators	22
Financial	14
Total	502

TABLE I

DISTRIBUTION OF COMMERCIAL EMPLOYEES

Occupations	Frequency
Selling	252
General Clerical	97
Accounting	93
Secretarial	71
Transportation and Storing	39
Machine Operators	32
Financial	<u>18</u>
Total	602

The selling group proved to be the largest, disclosing the fact that 41.86 per cent of all the commercial workers were engaged in selling.

TABLE II

EMPLOYEES ENGAGED IN SELLING

Occupations	Frequency
Retail Sales	151
Wholesale Sales	47
Solicitors	<u>54</u>
Total	252

The above data indicate that more attention should probably be given in the high school to the teaching of salesmanship, especially retail salesmanship. In spite of the fact that the selling of goods does not require a great amount of preparation, this does not relieve the school of its responsibility to give the student a broad understanding of the functions of a sales person, the factors that are essential for good salesmanship and for promotion in that occupation. The high school would

be justified in including one semester or a year of salesmanship in its commercial curriculum and encouraging if not requiring all students majoring in commerce to take the course.

The second in importance was the general clerical group with 16.11 per cent of the total reported.

TABLE III

EMPLOYEES ENGAGED IN GENERAL CLERICAL WORK

Occupations	Frequency
Bookkeeper-Stenographers	29
Office boys or messengers	39
General office clerk	<u>29</u>
Total	97

As suggested later in this study, some training may be given in general clerical work through the classes in office training.

The bookkeeping or accounting group is third in rank, with 15.45 per cent of the total reported.

TABLE IV
EMPLOYEES CLASSIFIED UNDER ACCOUNTING

Occupations	Frequency
Accountants or Bookkeepers	50
Cashiers	31
Payroll clerks	3
Time Keepers	<u>9</u>
Total	93

It is necessary to keep in mind the fact that there are many positions in other classifications for which a knowledge of accounting is necessary. There are ninety-seven individuals in the general clerical classification and thirty-two in the machine operating group who are doing work that is definitely of a bookkeeping nature.

The secretarial group of employees is the fourth in numerical importance and included 11.79 per cent of all employees reported in the survey.

TABLE V

EMPLOYEES ENGAGED IN SECRETARIAL WORK

Occupations	Frequency
Stenographers	34
Typists	16
Filing Clerks	6
Secretaries	<u>15</u>
Total	<u>71</u>

Transportation and Storing include 6.48 per cent of the total employees and ranks fifth in numerical importance.

TABLE VI
EMPLOYEES IN TRANSPORTATION AND STORING

Occupations	Frequency
Shipping or Delivery Clerks	14
Order Clerks	15
Stock Clerks	<u>10</u>
Total	39

These positions should probably receive some consideration in the class in salesmanship and merchandising.

The machine operating group is sixth on the list in numerical importance with 5.32 per cent of the total.

TABLE VII
COMMERCIAL MACHINE OPERATORS EMPLOYED

Occupations	Frequency
Telephone	26
Telegraph	4
Mimeograph	1
Dictaphone	<u>1</u>
Total	32

This table represents the number who do this work exclusively. It is probable that in a city of this size most of the operators of dictaphones, calculating and duplicating machines do this work in addition to their other duties. This is evident from the numbers of each kind of machine which are given in Table XVI, page 36, showing the commercial equipment in use.

The last group on the list is the financial group. It includes only three per cent of the total.

TABLE VIII
EMPLOYEES IN FINANCIAL POSITIONS

Occupations	Frequency
Tellers	3
Collectors	<u>15</u>
Total	18

Collectors form 83 per cent of this entire classification. Therefore collections and credit management should be included in a business organization course.

The above table gives a complete picture of the employment situation in Greenville, North Carolina.

A few other surveys examined show that nothing beats the list by a margin as great or greater than the present study. This study discloses the fact that

In order to compare more easily the relative size of commercial employment groups, a summary table is given.

TABLE IX
SUMMARY OF DISTRIBUTION OF COMMERCIAL EMPLOYEES
ARRANGED IN ORDER OF NUMERICAL IMPORTANCE

Occupations	Number	Percentage
1. Selling	252	41.86
2. General Clerical	97	16.11
3. Accounting	93	15.45
4. Secretarial	71	11.79
5. Transportation and Storing	39	6.48
6. Machine Operators	32	5.32
7. Financial	<u>18</u>	<u>3.00</u>
Total	602	100.01

The above table gives a complete picture of the employment situation in Greenville, North Carolina.

A few other surveys examined show that selling heads the list by a margin as great or greater than the present study. This study discloses the fact that

41.86 per cent of all the commercial workers were engaged in selling. Hartje,¹ Anderson,² Essig,³ and Van Arnam⁴ show that selling ranks first with 39.6 per cent, 34.4 per cent, 63.3 per cent and 48.4 per cent respectively. General clerical, the second in this list with 16.11 per cent, also ranks second in the same studies made by Anderson and Essig with 20.6 per cent and 49.5 per cent respectively. The secretarial group is ranked second by Van Arnam with 16.4 per cent and Hartje with 24.1 per cent. This study, however, is in agreement with the study made by Essig who ranked the secretarial group as fourth with 11.9 per cent of employees engaged in that work.

¹ Mabel Ann Hartje, "A Course of Study for the Commercial Department at Jamestown, North Dakota." (Unpublished Master of Arts Thesis, Colorado State College of Education, Greeley, Colorado, 1936).

² John A. Anderson, "Fitting the Commercial Course of the High School and Junior College to the Needs of the Community," Educational Research Bulletin, Pasadena City Schools, Vol. 4, Number 9, May 1926.

³ Don Essig, Jr., "Changes in the Business Curriculum of Alton, Illinois, Based on Community Needs." (Unpublished Master of Arts Thesis, Colorado State College of Education, Greeley, Colorado, 1937).

⁴ Grace Van Arnam, "Adjusting the Commercial Curriculum of the Brainard, Minn. High School to the Needs of the Community." (Unpublished Master of Arts Thesis, Colorado State College of Education, Greeley, Colorado, 1936).

Anderson in the same study ranked this group as third with ²⁸ 11.9 per cent employed in secretarial work. In this study the accounting group is ranked third with 15.45 per cent employed in accounting positions. This result is in agreement with the rank given by Van Arnem with 10.5 per cent, Essig with 24.2 per cent, and Hartje with 12.2 per cent.

Returning to the questions in the questionnaire, employers were asked in question nine to indicate the number of employees who spend all or the major part of their time operating machines such as typewriters, adding machines, calculating machines, duplicating machines, bookkeeping machines, and cash registers.

Since businesses use a certain standard equipment and since high school commercial departments usually equip themselves to train pupils in its use, it is necessary to determine the kinds of equipment to be bought for instructional purposes. If the high school is to prepare the students to fit into the business community, it would seem a logical policy to teach the students to use the kinds of commercial machines that they will use when they go to work. The occupational survey, therefore, included the office equipment in use.

Table X shows that the businesses in Greenville use more typewriters than any other single machine. It was found that 78.7 per cent of all typewriters in use were Royals, Remingtons, and Underwoods.

TABLE X
TYPEWRITERS USED

Make	Number
Royal	52
Remington	24
Underwood	24
L. C. Smith	14
Woodstock	10
Burroughs	3
Total	127

There are, of course, more than 127 typewriters in the community. This number is confined to the use of the ninety-eight businesses which answered the questionnaires. Since all of these machines have the standard keyboard and it is possible for students to transfer from one kind of typewriter to another without

a great loss of efficiency, the make of typewriters is probably not of primary importance.

Table XI, page thirty-one, shows the results of the questionnaires on adding machines used. It can be seen from this table that adding machines are second in rank of importance among machines used in business offices. 75.28 per cent of the adding machines used are Burroughs. The numerical importance of this machine indicates that if a new adding machine were purchased by the high school the Burroughs would be the logical type to consider.

Since the evidence given in Table II, page nineteen, indicates the importance of salesmanship, it appears that the commercial department should give some instruction in the use of the cash register. Table XII, page thirty-two, shows that business firms reported fifty-six cash registers in use in Greenville. With 41.86 per cent of the commercial workers included in this survey employed in some branch of selling it is evident that a large proportion of that number use the cash register. Since the purchase of such a machine would entail a large expenditure of money, and since very little training is required to operate a cash register, it is doubtful if the addition of such equipment would be advisable at the present time.

TABLE XI

ADDING MACHINES USED

Kind	Number
Burroughs	67
Dalton	7
Sunstrand	4
Victor	4
Others	<u>7</u>
Total	89

The fourth is importance in machines were book-keeping machines.

TABLE XIII
ADMINISTRATIVE MACHINES USED

TABLE XII

CASH REGISTERS USED

Kind	Number
National	56
Others	7
Total	63

The fourth in importance in machines were book-keeping machines.

TABLE XIII
BOOKKEEPING MACHINES USED

Kind	Number
Burroughs	14
Posting	3
Elliot Fisher	1
Remington	<u>1</u>
Total	19

The banks and a few of the tobacco companies show a general use of the bookkeeping machine. The Burroughs is most commonly used. However, bookkeeping machines are costly equipment and it is doubtful if there are enough in Greenville to warrant the school buying more than one if even one.

Calculating machines rank fifth in numerical importance in machines used.

TABLE XIV
CALCULATING MACHINES USED

Kind	Number
Monroe	7
Dalton	4
Comptometer	1
Burroughs	1
Others	<u>1</u>
Total	14

From Table XIV above, it is evident that calculators are used by most employees only as a part of their duties and only a few operate these machines exclusively. This seems to indicate that the school should give instruction in the use of the calculating machine but that it would not be justified in spending much time in training for speed operation.

Nine mimeographs, one multigraph, and one other make of duplicating machines were reported in the replies from

business firms. Again the data from the employment classification, Table IX, page twenty-six, indicate that the operation of these machines is only a part of the duties of the secretarial employee. The present equipment of the commercial department of Greenville High School included one mimeograph machine which is all that is needed for instructional purposes.

On questionnaire one, eight other kinds of office equipment were listed. The results are given in Table XV.

TABLE XV
MISCELLANEOUS OFFICE EQUIPMENT USED

Kinds	Number
Check Writers	19
Billing Machines	6
Dictaphones	4
Addressographs	2
Invoice Registers	2
Total	33

In order to compare more easily the relative number of commercial machines used in the business offices of Greenville, a summary table is given.

TABLE XVI
SUMMARY OF COMMERCIAL MACHINES USED IN GREENVILLE
ARRANGED IN ORDER OF NUMERICAL IMPORTANCE

Kinds	Number
1. Typewriters	127
2. Adding Machines	39
3. Cash Registers	63
4. Bookkeeping Machines	19
5. Calculating Machines	14
6. Duplicating Machines	11
7. Miscellaneous	<u>33</u>
Total	356

From the data presented in this chapter it is evident that the aim of the commercial department in the instruction of students in the use of office equipment should be general rather than specific or technical. The use of the typewriter is wide spread and if the young commercial worker cannot use it efficiently he is not considered to be equipped; therefore, intensive training should

be given the students in the use of the typewriter. Commercial students should be given a short period of instruction on each of the other standard commercial machines including the cash register, the adding machine, calculating machine, bookkeeping machines, and duplicating machines. The student should be familiar with the whole field of mechanical office equipment as a part of his commercial education but he does not necessarily have to be a speed operator of any one.

Returning to the questions in the questionnaire, employers were asked in question ten about the opportunities for promotion. Fifty-four firms reported that they offered opportunity for advancement in position as well as in salary. Forty-four offered no such opportunity. Many employers did not answer on what basis advancement was made. Those who did answer reported the following qualities:

Ability	13
Efficiency and merit	19
Experience	9
Interest	3
Results	3
Initiative	2
Personality	1
Responsibility	1

The returns for question eleven concerning employee failures were too meager to put in table form. Only forty-two businesses reported.

Because failures usually lead to unhappiness and disappointment, it is the business of the school to determine so far as possible the causes of failures among business employees and if possible eliminate a great deal of this unhappiness among the business employees of Greenville.

The greatest cause of failure in any business, according to this survey, is undesirable personal characteristics. Practically every business man who answered this question gave lack of interest as first on the list followed closely by lack of preparation and lack of initiative. Also high among the causes of failures was listed carelessness as a result of lack of interest.

On the questionnaire question twelve asked for the most important personal characteristics for employees and sixteen traits of personal qualifications were listed. The results are given in Table XVII, page thirty-nine. This table shows that dependability, courtesy, and honesty are definitely the most desirable qualities. All of these traits may be emphasized as a part of certain

TABLE XVII
 IMPORTANT PERSONAL CHARACTERISTICS FOR EMPLOYEES

Characteristics	Frequency
Dependability	78
Courtesy	77
Honesty	77
Personality	60
Cooperation	55
Appearance	54
Initiative	49
Adaptability	47
Confidence	44
Conscientiousness	42
Neatness	41
Enthusiasm	34
Punctuality	33
Speech	28
Poise	24
Leadership	16
Accuracy	2

subjects. The knowledge of the business man's evaluation will add weight to the teacher's advice. Leadership is apparently not valued highly by employers of commercial workers.

It was evident that the choice of character qualities was influenced to a certain extent by the type of business. For example, the banks preferred honesty above every thing else, and the department stores emphasized courtesy, loyalty, and appearance.

Weaknesses of employees were reported in answer to question thirteen. The opinions of employers on vocational weaknesses are no doubt determined with various degrees of prejudice. It is well, however, for teachers of commercial subjects as well as students to recognize the criticisms of business men relative to vocational weaknesses for these are largely remedial.

The chief weaknesses in order of importance are: poor spelling, poor arithmetic, lack of initiative, and poor penmanship.

Question fourteen asked for any particulars in which the graduates of Greenville High School were especially well prepared. Again there were only a few replies. The business men commended the school for the training given in business subjects, journalism, English, and history.

CHAPTER V
RESULTS OF THE FOLLOW-UP SURVEY
QUESTIONNAIRE NUMBER TWO

The procedure used for sending out questionnaires was discussed in Chapter Three, page eleven. Fifty-six of the ninety questionnaires sent out were returned. The returns by classes are shown in Table XVIII.

TABLE XVIII
NUMBER OF REPLIES TO QUESTIONNAIRE NUMBER
TWO RECEIVED FROM CLASSES 1934-1938

1934	1935	1936	1937	1938	Total
3	24	7	14	8	56
Total Number of Questionnaires sent					90
Total Number of replies received					56
Per Cent of replies received					62.2

In section I of the questionnaire subjects were listed and directions given to check each subject that was studied, used, and not used. Table XIX, page forty-three, is a summary of the results. It must be borne in

TABLE XIX
 NUMBER AND PER CENT OF STUDENTS WHO HAVE USED AND
 WHO HAVE NOT USED COMMERCIAL WORK TAKEN
 IN HIGH SCHOOL, CLASSES 1934-1938

	Shorthand		Bookkeeping		Typewriting	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Total number who studied	56	100	56	100	56	100
Number and percentage who used	15	26.8	26	46.4	37	66
Number and percentage who have not used	41	73.2	30	53.6	19	34

mind that the questionnaires were mailed only to those students who had studied the three subjects--shorthand, typewriting, and bookkeeping--and the question does not take into consideration the fact that some of the former graduates probably continued their studies in college and business schools.

There were only a few answers to section two about the business subjects not taken in high school for which the graduates have had a need. The subjects mentioned were economics, geometry, mathematics, and journalism.

The second part of this section had a better response than the first part. Subjects which were not taken because they were not offered but were needed were advanced courses in commerce, machine practice, Business English, business arithmetic, law, and salesmanship. The need for salesmanship expressed by the graduates is in agreement with the distribution of employees engaged in selling given in Table I, page eighteen, which shows that 41.86 per cent of all commercial employees are engaged in some form of selling. Table XX, page forty-five, shows that 48.6 per cent of the graduates obtained selling positions.

How do graduates find work? In answer to this question in section three of questionnaire two, the following replies were found:

Personal application	25
Friend or relative	13
Recommendation of the school	3
Employment agency	<u>1</u>
Total replies	42

Since twenty-five, or 59.5 per cent, of the group sought employment and received it through random personal application, something may be said for the initiative of the commercial group. A friend or relative is responsible for placing 30.9 per cent of the group. The school has played a very small part in aiding the student to make right connections. The question might be raised here as to whether the high school might be expected to render this service, and whether the Board of Education should provide for time to be spent in this way.

Reasons for the graduates not using their commercial training vocationally, section four, are given in Table XX.

TABLE XX

REASONS GRADUATES HAVE NOT USED THEIR
COMMERCIAL TRAINING

Reasons	Frequency
Attended College	17
No desire for commercial work	12
Married	7
Inadequate commercial training	7
Could not get a commercial job	6

Dr. E. G. Blackstone at the Iowa Research conference on Commercial Education suggested that "One vital set of necessary facts is that which relates to what happens to commercial students after they leave school Do we provide training for the positions they do secure when they first leave school?"¹ Table XXI, page forty-seven,

¹ Blackstone, E. G., "Survey of Occupational Histories of Iowa Commercial Students." University of Iowa Monographs in Education. State University of Iowa, Iowa City, November, 1928.

gives the answer to this question.

What positions have the graduates held since graduation? This question, section five, is answered in Table XXI.

TABLE XXI
CLASSIFIED GROUPS OF JOBS ENTERED BY COMMERCIAL
GRADUATES OF CLASSES OF 1934-1938, SHOWING
NUMBER AND PER CENT OF THE TOTALS

Kind of work	1934	1935	1936	1937	1938	Totals	Per Cent
Sales	1	18	3	10	3	35	48
Typists	1	1	0	1	1	4	6
Stenographic	3	4	1	4	1	13	18
Clerical	3	4	2	4	0	13	18
Bookkeeping	0	6	0	1	0	7	10

The school has provided training in Stenography, Bookkeeping, and Typewriting and in Table XIX, page forty-three, it was shown to what extent this work has been vocationally useful to the graduates. Table XXI shows the kinds of jobs students find after graduation. The grouping is based on the major duties performed for each position.

It is evident from the replies of Questionnaire Two, section six, that many graduates of the commercial course go to college.

Attended college--average of nine months	35
Withdrew from college	19
Still in college	14
Received degrees	2
Received diplomas	6
Attended business college	6

Section seven asked for the kinds of office machines used by employees. The number of machines used by business firms is shown in Table XVI, page thirty-six, and the number of graduates who have used each kind of machine is shown in Table XXII, page forty-nine. A comparison of the number of firms using the various kinds of machines is shown in Table XXIII, page fifty.

If the graduates were employed by the business firms which answered the questionnaires, this would probably be a fairer comparison. This comparison seems to indicate that the school should offer training in the use of the typewriter, adding machine, cash register, duplicating machine, and probably calculators. Table XXIII, page fifty, shows the percentage of firms using the listed

TABLE XXII

OFFICE MACHINES USED BY GRADUATES SINCE GRADUATION

Kinds of Machines	Frequency
Typewriters	32
Cash Registers	32
Adding machines	30
Mimeograph machines	12
Calculating machines	7
Multigraphs	3
Gelatin Duplicators	3
Comptometers	3
Billing machines	2
Bookkeeping machines	2
Dictating machines	2
Posting machines	2
Switch board	2
Checkwriters	2
Addressograph	1
Stenotype	<u>1</u>
Total	136

TABLE XXIII
 PERCENTAGE AND NUMBER COMPARISON OF OFFICE MACHINES
 IN USE IN BUSINESS OFFICES AND BY GRADUATES

Machines	Replies from ninety-eight business firms		Replies from fifty-six graduates	
	Number of firms using	Per Cent	Number	Per cent
Typewriters	75	76.5	32	57
Cash Registers	23	23.5	32	57
Adding	54	55.0	30	53.6
Duplicating	8	8.2	18	32
Calculators	11	11.2	10	17.9
Bookkeeping	12	12.2	4	7.1
Miscellaneous	22	22.5	10	17.9

equipment to be high enough to justify the expenditure for such school equipment in order that the school may meet the need for operators.

In answer to section eight, twenty-seven of the graduates reported that their high school commercial training proved an advantage in college in the following ways:

Take notes and type term papers	20
Enable them to take advance work in the beginning of their college career	22
Gave them a background and enabled them to make more rapid progress	15
Paid their way through college	4

Suggestions for improving the business curriculum in the high school made by the graduates were:

Advanced courses in commercial subjects	14
More machine training	9
Business English	7
More subjects in the commercial course	2
Business arithmetic	2
More commercial teachers	1

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

1. SUMMARY--OCCUPATIONAL SURVEY

QUESTIONNAIRE NUMBER ONE

No summary can do justice to all parts of a business analysis containing such a mass of pertinent data, information, and observations. The outstanding results of the occupational survey, however, are summarized briefly as follows:

1. One hundred twenty-seven questionnaires were mailed to business firms and ninety-eight were returned.
2. Six hundred two persons were employed regularly, three hundred twenty-two men and two hundred eighty women.
3. Forty-nine per cent of business firms prefer Greenville High School graduates. Seventeen per cent did not prefer them and thirty-three per cent had no preference. Therefore, eighty-two per cent of the business firms presumably would employ high school graduates.
4. A large percentage of firms do not require experience. The results show that a total of thirty, or 31.6 per cent, of business firms require or demand experience; fifty-four, or 55 per cent, of the employers consider experience beneficial but not required; and

fourteen, or 14.3 per cent, consider it unnecessary.

5. Sixty-five, or 66 per cent, of the employers reported that the minimum amount of education required for employees was high school. Six stated that they would be satisfied if their employees have an elementary school education. These employers, therefore, should be willing to employ high school graduates. A total of seventy-one employers do not demand more than a high school education. A high school education is, therefore, essential for employees of Greenville.

6. The largest group of commercial employees is the retail selling group and the second largest group is composed of clerical workers. The present offerings of the high school business course fail to provide adequate vocational education for the occupational selling and clerical groups in the city. The number of positions in certain fields of office and selling positions indicate a need for strong skill-building courses in at least the selling and general clerical, as well as the stenographic and the bookkeeping fields. Since there is a small number of employees performing some of the jobs such as time clerks, dictaphone operators, and file clerks, it seems impractical for the school to set up a specialized curriculum for these employees but their training should be included in the general clerical course.

7. Due to the large number of Royal, Remington, and Underwood typewriters in store and office use, the schools should provide training for vocational students on these three makes of typewriters and should be considered by the Board of Education in the exchange of equipment.

Other office machines reported in such general use that they should be available in the high school are the adding machine, cash register, and probably bookkeeping, duplicating, and calculating machines.

Many of the employees operate some of the machines such as calculators, duplicating machines, and bookkeeping machines only as a part of their duties and only a few operate them exclusively. Therefore, commercial students need to have a general knowledge of and to be familiar with the whole field of office equipment but do not need to become speed operators of all.

8. Honesty, dependability, and courtesy were considered the most important character qualifications by business men. In general, the business men emphasized the usual outstanding weaknesses such as punctuation, spelling, and the fundamentals of arithmetic.

2. SUMMARY--FOLLOW-UP SURVEY

QUESTIONNAIRE NUMBER TWO

From the research work done through questionnaire number two, certain facts were determined. These facts are summarized as follows:

1. Ninety questionnaires were mailed to former graduates and fifty were returned.
2. All of the graduates had studied shorthand, bookkeeping, and typewriting. Shorthand had been used by 26.8 per cent, bookkeeping by 46.43 per cent, and typewriting by 66.07 per cent.
3. Most of the graduates feel a need for advanced courses in commerce, machine practice, Business English, and business arithmetic. They are attempting to meet this need by attending college or business school.
4. Of the graduates who received employment, 59.5 per cent received employment through random personal application and 30.9 per cent were placed through the influence of friends or relatives.
5. The majority of those who did not use their commercial training vocationally did not do so because they attended college or did not desire commercial work.

6. The kinds of jobs held by commercial graduates were sales, 48.6 per cent; stenographic, 17.95 per cent; typewriting, 5.6 per cent; clerical, 17.95 per cent; and bookkeeping, 9.7 per cent. This is in agreement with the results of the occupational survey which showed that the largest group of all commercial employees were sales people.

7. Thirty-five of the fifty former graduates attended college, six attended business college and fourteen are still in college. The graduates evidently feel the need of additional training and are attempting to meet this need by attending college. The high school course has been primarily for the purpose of training bookkeepers and stenographers. Only 27.24 per cent of the total number of workers in the business offices and 27.65 per cent of former graduates are employed in these two groups. Practically no instruction is offered in the general clerical and selling groups.

The majority of office workers have not been adequately prepared in the high school and to this extent the schools have not fulfilled their obligations to business and to the young people. This failure on the part of the school is due to the fact that the school has ignored the many changes that have been going on in

the business offices. Office practices have changed greatly since business courses were first offered in high schools. In spite of this the conventional bookkeeping and stenographic curriculum continues to predominate.

8. The tabulated returns show a definite need and desire for more knowledge of office machines and their operation, and more training in commercial subjects and Business English.

9. The commercial course proved to be advantageous to those who did not get commercial positions as a means of working their way through college, taking advanced work in college at the beginning, and preparing work in the academic field such as taking notes and typing papers.

3. CONCLUSIONS AND RECOMMENDATIONS

Regardless of the fact that occupational opportunities have changed in the last few years, the present curriculum in Greenville High School has been used for many years. The curriculum has not been revised with the changes that have been made in the business world where the commercial graduates must find employment.

The purpose of this study was to study the present situation and recommend changes, based on information found in the surveys, in the present high school curriculum in order to meet better the present needs of the students and the current trends of business.

The objective of practically every secondary commercial group is vocational preparation. If it is otherwise, then the entire program as it is now conceived should be changed. Not so very long ago mediocrity was marketable in clerical occupations, but under modern competition this is no longer true. There has been a gradual upgrading in the requirements for all business occupations. Vocational preparation for business, therefore, requires ability and skill of the highest rank. Accountants must possess habits of accuracy, a certain mathematical sense, and the ability to analyze. Secretaries must be systematic,

neat, accurate, and alert, and must possess language sense and the ability to master the difficulties of shorthand and typewriting. Successful retail salespeople must have personality, refinement of speech and appearance, a knowledge of retail store organization, and a general background of culture.

It was pointed out in Table XIX, page forty-three, that approximately one hundred per cent of all pupil elections in commercial subjects in the high school of Greenville today are confined to typewriting, bookkeeping and shorthand. Criticism is not directed toward the subjects themselves. For those who can find employment, skill and training in these subjects are as important now as they ever were. If the saturation point in the supply of stenographers and bookkeepers who are graduated from the high school commercial department has not yet been reached, it probably soon will be. A few will continue to find employment year after year. However, should the high school persist in training every boy or girl in the commercial department to become a bookkeeper or a stenographer? It is not only wasteful but deplorably inefficient.

A solution to the problem may be begun by recognizing two facts that have an important bearing in the matter. First, enrollment in the high school commercial department

is steadily increasing. In the last two years the enrollment has increased to such an extent that the second commercial teacher has been added and there is a need for the third teacher for the next school year. All of these students cannot find employment as stenographers or bookkeepers. Other outlets must be found and training organized and directed toward preparation for those other employment opportunities. Second, modern business organization offers many opportunities for employment for which the school provides little, or no, specific training. Modern business is specialized and the high school commercial department must become specialized also. Modern organization must be studied, employment opportunities recognized, and commercial courses developed which will furnish training for these new outlets.

The conclusion seems clear that the high school must shape its commercial program of studies to more nearly meet the needs of boys and girls and of the business community of Greenville. Conflicting interests and needs such as vocational and nonvocational, producer and consumer, clerical and managerial, must be cared for through well organized programs with different objectives and aims.

Only under extraordinary circumstances is it possible or advisable to make sweeping revisions in a curriculum.

Limited school funds and tradition operate against sweeping changes. It will be necessary, therefore, to use the present curriculum as a core and work forward from it.

The findings of the surveys justify three main divisions of the commercial course--the selling, accounting, and secretarial. Although the general clerical group is large, the duties of the clerical worker are so indefinite that they do not justify the provision of a separate course. The knowledges and skills required of clerical workers are probably included in all three of the main classifications. No other group of commercial employees is large enough to justify a special course of study.

In the selling group, in addition to instruction in the technique of wholesale, specialty, and retail selling, marketing and advertising methods, instruction should include some study of transportation and storing which will take care of the group employed in transportation and storing. This group includes only 6.48 per cent of the total employees in Greenville.

The secretarial group should include, in addition to shorthand and typewriting, instruction in the operation of modern office machines, filing, and other clerical duties. This set-up would provide for the general clerical and machine operating groups.

The accounting curriculum should include, in addition to two years of accounting, the operation of machines, filing, and general clerical duties. This division would provide for not only the accounting group but also the financial and general clerical groups.

The following recommendations are made:

1. A three-way curriculum.
2. Specialization in the eleventh and twelfth years.
3. Since typewriting and shorthand are skill subjects, it is desirable that they be studied the last two years.
4. The courses offered should include subjects that provide a general business background in addition to those subjects which provide only vocational skills.
5. Since only a small percentage of office workers use shorthand, a guidance program should be worked out to encourage the most capable students to study shorthand and to encourage those less capable to study general clerical subjects.
6. Since 41.8 per cent of the employees of Greenville are engaged in selling, a selling course should be offered which includes actual practice in selling, using the cooperative plan. A plan may be worked out with the cooperation of the stores in the community whereby all

students in the class may receive actual store experience. The stores which will cooperate with the school may give employment to students on Saturdays, after school, or during the students' free periods in school.

7. The kind of training provided for high school students who attend college and business schools before seeking employment should receive careful attention to determine the extent to which the public school may offer instruction needed by those graduates.

8. More emphasis should be placed upon consumer education. General courses in consumer training and social business subjects must be provided if every student in the school of tomorrow is to learn how to become a "governmentally, economically, and financially responsible member of society."¹

9. As conditions change, the requirements of business change and it is necessary for the schools to change their programs in order to meet these changing requirements. Therefore further research and study in the following are recommended:

¹ L. A. Mudge, "Business Education of Tomorrow," The Journal of Business Education, 11:9-10, May 1936.

(1) A continuous follow-up of all commercial graduates in order to help the individual and at the same time add to the general information of the commercial department.

(2) An analysis of the types of positions available for high school graduates.

(3) Information about promotional and salary opportunities.

(4) A study of the duplication of subject matter in different subjects to determine where the topics should be emphasized and where they should be taught to show relationships only.

From the results of the occupational and follow-up surveys, the fact is recognized that many more high school commercial graduates earn their living as general clerical workers or as salespeople than as stenographers or bookkeepers. Consequently an increasing number of schools are offering three-way curricula, the third way being planned for general clerical work or for sales work. The three-way curriculum recommended for Greenville High School is in Table XXIV, pages sixty-five and sixty-six.

TABLE XXIV

A SUGGESTED COURSE OF STUDY FOR GREENVILLE HIGH SCHOOL

THE SELLING CURRICULUM

Ninth Grade

General Business Science

Tenth GradeBookkeeping
Business ArithmeticEleventh GradeTypewriting
EconomicsTwelfth GradeBusiness Organization*
Business Law*Salesmanship*
Retail Selling*

Business English*

THE CLERICAL CURRICULUM**

Ninth Grade

General Business Science

Tenth GradeBookkeeping
Business ArithmeticEleventh GradeTypewriting
EconomicsTwelfth GradeBusiness Organization*
Business Law*Salesmanship*
Business English*

* One semester only

** This curriculum is so similar to the other curricula that it may be combined with the selling, secretarial, and accounting curricula and may be taught without the employment of additional staff.

TABLE XXIV (CONTINUED)

A SUGGESTED COURSE OF STUDY FOR GREENVILLE HIGH SCHOOL

THE SECRETARIAL CURRICULUM

Ninth Grade

General Business Science

Tenth Grade

Bookkeeping

Eleventh Grade

Typewriting
Economics
Shorthand

Twelfth Grade

Business Organization*
Business Law*

Salesmanship*
Business English*

Secretarial Practice
(Dictation and Transcription)

THE ACCOUNTING CURRICULUM

Ninth Grade

General Business Science

Tenth Grade

Bookkeeping
Business Arithmetic

Eleventh Grade

Typewriting
Economics
Advanced Bookkeeping

Twelfth Grade

Business Organization*
Business Law*

Salesmanship*
Business English*

Office Practice

* One semester only.

A study of this proposed curriculum will indicate that the shortcomings of the present curriculum of one year of shorthand, bookkeeping, and typewriting will be adequately overcome by making it possible for the students of Greenville High School not only to secure an adequate foundation but also enable the students to specialize in a particular kind of work suitable to their interests and abilities. The course of study is confined to vocational commercial education but personal, social, and consumer education will be taken care of largely by courses in general business. It will be noticed that some subjects are constants in the four curricula.

The work as outlined for the ninth year gives background training in general business from the standpoint of vocational guidance and business information. The course in General Business Science is recommended for all the different business curricula. It may well be a core subject in all of the high school curricula: general, college preparatory, home economics, and industrial arts. The information which is contained in a course in general business will be found equally useful to the professional man, to the housewife, to the skilled mechanic, and to the business employee. A large proportion of the activities,

problems, and mistakes of every person, regardless of his profession or occupation, and educational or economic status, are activities, problems, and mistakes of a business nature. Every person is constantly meeting business situations in which he often finds himself at a serious disadvantage because he lacks the knowledge and the skill with which to deal with them. It is a responsibility of the school not only to train everyone to handle his own business affairs but to make it possible for him to interpret and appreciate readily important phases of business life all about him.

General Business also offers a better opportunity to approach the study of business from the social viewpoint than is possible with any other commercial subject. It is elementary in nature; it touches on the whole field of business; it is exploratory in nature; and it serves as a foundation for the later study of more specialized business subjects.

In the tenth year beginning bookkeeping is recommended for all commercial students, for a knowledge of the elementary principles of bookkeeping is equally valuable to the bookkeeper, the secretary, the salesman, and the general clerk. All these will come in contact with accounts and will at all times find an ability to interpret simple

financial statements helpful.

Since beginning bookkeeping is recommended for all commercial students, it should be taught from the social, as well as from the vocational point of view. Good business ethics, thrift, a proper attitude toward taxation and insurance are a few of the social qualities which beginning bookkeeping can develop in the student.

Business Arithmetic is recommended for the selling, clerical, and accounting curricula. Business Arithmetic is a tool subject used extensively in the study of bookkeeping, and to a certain extent in the study of other commercial subjects. The study of salesmanship or retailing, for example, may include the preparation of sales slips, orders, and reports of various kinds, all of which require the use of arithmetic.

The social phases of Business Arithmetic which are believed to be as important as the vocational phases can be emphasized in connection with such topics as insurance, taxes, building and loan problems.

In the eleventh year the student may decide whether his further commercial training is to be mainly stenographic, bookkeeping or of a more general business and selling nature.

Typewriting is recommended for all commercial students

in the eleventh grade. Since typewriting has both vocational and personal use value, it is a desirable elective for any high school student.

A course in Economics is recommended for all students in the eleventh grade. Economics is the "science of business" and economic theory enters into every commercial subject. It is recommended that the high school course deal with economics of a practical present-day nature and be taught from the consumer point of view.

Shorthand is a vocational subject; therefore, it should be required only of those students who desire to become stenographers or secretaries. To insure against loss of skill due to lack of practice, it is well to plan the curriculum so that students will finish their shorthand at the end of the twelfth year. This means that beginning shorthand should be offered in the eleventh grade.

Advanced Bookkeeping is recommended for the eleventh grade. It should not be required of all commercial students, but, since it is largely vocational in nature, it should be required of students who are looking forward to bookkeeping as a life work. Interest, aptness, and above-the-average ability in beginning bookkeeping should be a prerequisite to the course in advanced bookkeeping.

In the twelfth grade, it is recommended that all commercial students take Business English, Business Organization, Business Law, and Salesmanship.

Business English is recommended as a required course in the secretarial curriculum but it may be elected advantageously by any business student.

Business Organization should be a required course in the secretarial, bookkeeping, selling, and general clerical curricula. It is a valuable elective for any student, especially boys, since it deals with the general principles of business organization, business policies, practices, and business problems instead of specialized skills, techniques, and procedures.

Business Law is recommended for all commercial students. Since all adults will be involved in situations having definite legal aspects, this course is a highly desirable elective for all high school students. The subject matter of Business Law will operate advantageously in the life of every individual.

Since 41.86 per cent of the employees of Greenville are engaged in selling and since 48 per cent of the graduates have obtained selling positions, a course in salesmanship is highly desirable. Principles of Salesmanship is recommended as an elective in either the secretarial, clerical, or bookkeeping curriculum and as a

required course in the selling curriculum. The course refers to the general principles of selling, which are equally useful to the traveling salesman, the retail store salesperson, the farmer, the filling station employee, the waitress, and the writer of sales letters. It is also recommended that Salesmanship be taught from the consumer point of view so that it may be as valuable to the buying public as to the manufacturer and the retailer.

Retail Selling should follow the course in Salesmanship and should be required in the selling curriculum in the twelfth grade. This subject is in reality an application of the general principles of salesmanship to retail work. It may include many phases of store organization and administration.

Secretarial Practice includes dictation, transcription, and secretarial practice and should be required in the secretarial curriculum in the twelfth year.

A course in Office Practice would be useful to the bookkeeper and general clerical worker. Part of the course should be devoted to filing, training in duplicating, adding machine practice and office procedure. Since Office Practice is a skill subject, it should be offered near the end of the curriculum.

GREENVILLE HIGH SCHOOL
Greenville, North Carolina

To the Employers of Greenville:

In an attempt to give our students a thorough preparation for office work, we wish to conduct an occupational survey of all commercial positions in Greenville. We know you, as a leading business man of this community, are interested in our public schools and in our commercial curriculum. Will you, therefore, help us with your experience and advice?

Our purpose is to determine the number and kinds of positions in Greenville for which high school students should be trained; the qualifications you consider most important for applicants for positions in your office. The information will help us to select and organize the subject matter of our courses and the phases meriting emphasis. Will you fill out the enclosed questionnaire and add any data which you may consider necessary? These facts will not be used for the public but to determine the needs of Greenville High School.

We shall appreciate your cooperation and assistance and shall be guided by your suggestions.

Very truly yours

Laura Mattocks Bell

Laura Mattocks Bell
Commercial Teacher

J. H. Rose

J. H. Rose
Superintendent of Schools

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We shall appreciate your cooperation and assistance and shall be guided by your suggestions.

Very truly yours

Laura Mattocks Bell

Laura Mattocks Bell
Commercial Teacher

J. H. Rose

J. H. Rose
Superintendent of Schools

OCCUPATIONAL SURVEY

1. Name of Firm _____
2. Kind of business (Wholesale, Retail, etc.) _____
3. Number employed at present date _____ Men _____ Women _____
4. Number extra persons employed during special seasons _____
5. Do you prefer Greenville High School graduates? _____
6. Experience
Required _____ Beneficial _____ Unnecessary _____
7. What is the minimum amount of education required of employees?
_____ Elementary School _____ College or University
_____ High School _____ No specific
_____ Business College requirements
8. How many of the following classes of workers do you employ?
- | | |
|---------------------------------|----------------------------|
| Bookkeeper _____ | Typists _____ |
| Stenographers _____ | Telephone Operators _____ |
| Bookkeeper-Stenographer _____ | Solicitors _____ |
| Cashier _____ | Payroll Clerk _____ |
| File Clerk _____ | General Office Clerk _____ |
| Order Clerk _____ | Dictaphone Operator _____ |
| Shipping Clerk _____ | Stock Clerk _____ |
| Office boys or Messengers _____ | Time Clerk _____ |
| Retail Sales Persons _____ | Collectors _____ |
| Wholesale Sales Persons _____ | Others _____ |
| Secretaries _____ | _____ |

9. Please indicate the number of employees who spend all or the major part of their time operating the following machines in your concern.

A. <u>Typewriters</u>	<u>Men</u>	<u>Women</u>	E. <u>Duplicating Machines</u>	<u>Men</u>	<u>Women</u>
Remington	---	---			
Royal	---	---	Ditto	---	---
L. C. Smith	---	---	Gelatine Duplicator	---	---
Underwood	---	---	Mimeograph	---	---
Woodstock	---	---	Multigraph	---	---
Noisless	---	---	Others	---	---
B. <u>Cash Registers</u>			F. <u>Bookkeeping Machines</u>		
National	---	---	Burroughs	---	---
Remington	---	---	Elliot Fisher	---	---
Others	---	---	Remington	---	---
C. <u>Adding Machines</u>			Underwood	---	---
Burroughs	---	---	Others	---	---
Dalton	---	---	G. <u>Other Office Equipment</u>		
Sunstrand	---	---	Addressograph	---	---
Others	---	---	Billing Machine	---	---
D. <u>Calculating Machines</u>			Blue Print	---	---
Burroughs	---	---	Check Writer	---	---
Comptometer	---	---	Dictaphone	---	---
Marchant	---	---	Ediphone	---	---
Monroe	---	---	Line-A-Time	---	---
Others	---	---	Stenotype	---	---
			Others	---	---

10. Do you offer opportunity for advancement in position as well as in salary? _____ On what basis? _____

11. What is the principal cause of employee failures in your business?

12. Check what you consider the most important personal characteristics for employees in your business.

_____ Adaptability	_____ Initiative
_____ Appearance	_____ Leadership
_____ Confidence	_____ Neatness
_____ Conscientiousness	_____ Personality
_____ Cooperation	_____ Poise
_____ Courtesy	_____ Punctuality
_____ Dependability	_____ Speech
_____ Enthusiasm	_____
_____ Honesty	_____

13. Are there any special weaknesses in the preparation of employees from Greenville High School for your work?

14. Are there any particulars in which you have found the graduates of Greenville High School especially well prepared?

14. We would appreciate any suggestions that you may offer as to the proper training that we should give in the public schools.

GREENVILLE HIGH SCHOOL
Greenville, North Carolina

To the Commercial Graduates of Greenville High School:

In an attempt to give our students a thorough preparation for office work, we wish to conduct a Follow-Up Study of all commercial graduates of Greenville High School. We know you, as one of our former students, are interested in Greenville High School and in our commercial curriculum. Will you, therefore, help us with your experience and advice?

Our purpose is to determine the kinds of positions available in Greenville for high school graduates, the major duties required in the positions, and the subjects you studied and their use to you. This information will help us to select and organize the subject matter of our courses and the phases meriting emphasis. Will you fill out the enclosed questionnaire and add any data which you may consider necessary? These facts will not be made public but used only to determine the needs of Greenville High School.

We shall appreciate your cooperation and assistance.

Very truly yours

Laura Mattocks Bell

Laura Mattocks Bell
Commercial Teacher

J. H. Rose

J. H. Rose
Superintendent of Schools

FOLLOW-UP STUDY OF COMMERCIAL GRADUATES OF GREENVILLE HIGH SCHOOL

Name _____

Address _____ Telephone Number _____

Date graduated _____

Section 1

Subjects	Check the subject studied in High School	Check the Subject used	Check the subject of no use to you
Shorthand I			
Shorthand II			
Shorthand III			
Shorthand IV			
Typewriting I			
Typewriting II			
Typewriting III			
Typewriting IV			
Bookkeeping I			
Bookkeeping II			
Bookkeeping III			
Bookkeeping IV			
Economics			
Arithmetic			

Section 2

Rank the business subjects not taken in high school for which you have had a need--not limited to subjects listed in Section 1.

Offered but not taken and needed	Not taken because not offered but needed
1.	
2.	
3.	
4.	
5.	
6.	

Section 3

Place a check after the agency through which you found your first position.

1. Personal application in answer to an advertisement
2. Personal application (no advertisement)
3. Friend or relative
4. Employment agency
5. Recommendation of school

Section 4

If you have not used your commercial training vocationally, check the reason.

1. No desire for commercial work
2. Could not get a commercial job
3. Inadequate commercial training
4. Married
5. Attended college

Section 5

List below, in the order held, all positions you have held since graduation:

Name of Firm	Location	Length of employment		What was job called?	Name the three major duties
		From: Mo. Year	To: Mo. Year		
Example: Blount-Harvey	Greenville	6/36	8/37	Sales Person	Selling Making change Marking goods
1.					
2.					
3.					
4.					
5.					

Section 6

If you have had any other education since graduation from high school, fill out this section:

Name of School	Course	Date of Enrollment	Months attended	Degree	Diploma	Withdrew	Still in School
Example: E. C. T C.	Commer- cial	9/38	6 Mo.				x
College							
University							
Business College							

Section 7

Check the office machines which you have used since graduation.

- | | |
|------------------------|------------------------|
| 1. Adding machine | 10. Posting machine |
| 2. Addressograph | 11. Stenotype |
| 3. Billing machine | 12. Gelatin Duplicator |
| 4. Bookkeeping machine | 13. Switch Board |
| 5. Calculating machine | 14. Telephone |
| 6. Cash Register | 15. Teletype |
| 7. Dictating machine | 16. |
| 8. Mimeograph | 17. |
| 9. Multigraph | 18. |

Section 8

If you attended college, do you think your commercial training proved an advantage?

In what way was your commercial training an advantage in college?

Do you have any other suggestions that might be helpful in improving our Business Curriculum?

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